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ABSTRACT

The role of experiential education is the focus of this paper describing the treatment program at De La Salle Vocational, a day vocational high school for adjudicated delinquent youth. The paper begins by discussing the characteristics and needs of the students and describing the Off-Campus Program, a 3-year research model designed to address the students' need for life skills. Four off-campus, experience-based learning modules are explained: (1) stress/challenge courses adapted from Outward Bound; (2) service learning courses based on the work of the National Commission of Resources for Youth and the National Student Volunteer Program; (3) adventure learning courses combining active experiences with traditional subject areas; and (4) community based learning that combines intensive study of one topic area while interacting in the community. The overall treatment program is illustrated through the example of a fictitious student named Rich whose experiences are used to demonstrate the integration of academic and vocational skills with experiential learning. The final part of the paper reports preliminary findings of the project evaluation, which show significant changes in both drug use and legal involvement following the treatment program. Pre- and post-treatment results are discussed for frequency of drug use, number of arrests, interpersonal maturity, family roles, self-esteem, and school problems. A list of selected references is provided. (JHZ)

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EXPERIENTIAL EDUCATION AS AN INTEGRAL PART OF DAY TREATMENT FOR ADJUDICATED DELINQUENT YOUTH

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Experiential Education as an Integral Part of Day
Treatment for Adjudicated Delinquent Youth

The program discussed in this paper is De La Salle Vocational Day Treatment Center which was founded in 1975. De La Salle Vocational is a component of the St. Gabriel's Hall System for adjudicated delinquent youth founded in the 1800's.

De La Salle Vocational accepts referrals from the county courts of Southeastern Pennsylvania. The program is located in Bucks County, Pennsylvania, which is just outside Philadelphia. De La Salle is a Pennsylvania accredited vocational high school.

It is also a member of the Middle States Association of Colleges and Schools and has been accredited by the Middle States Association Commission on Secondary Schools.

The purpose of this paper is to present the evolution of experiential education within De La Salle Vocational.

This evolution began almost at the beginning of De La Salle Vocational's development.

While reviewing the situation of the young men entrusted by the courts to our care during the first five years of our existence, we at De La Salle Vocational found that after one and a half or two years of treatment our graduates possessed the requisite vocational skills but often lacked the life skills needed for a successful career.

Because of this lack of life skills our graduates often found it difficult to maintain steady employment. This inability to remain employed ran contrary to one of the original goals of De La Salle Vocational.

The founders of De La Salle hoped that by providing the student population with the training and academic classes leading toward a vocational certificate and high school diploma, these students would then be able to turn their past negative life experiences around and move in a more positive direction. Without consistent employment this goal was not achieved.

The staff and administration, having identified a need for a complementary form of treatment, requested and were awarded in 1979 grants from the Law Enforcement Assistance Agency and the National Institute of Drug Abuse to address the need for life skills.

When faced with the task of addressing the lack of life skills in our students, we had to clarify the question, "Why do our students lack these life skills?"

With few exceptions, case histories show our young people come to us from backgrounds of early childhood neglect and abuse, broken and unloving families, alcoholic parents, blighted neighborhoods, social isolation, and poor nutrition.

Our students possess a wide variety of delinquent histories and backgrounds. They have committed a spectrum of offenses against persons and property. They are alienated from social institutions, e.g., families, school, church. Most of our young people have histories of drug and alcohol misuse and abuse.

Despite this variety of delinquent histories and backgrounds, they share a common basic perception. Unable to imagine themselves as productive members of society, they possess a poor self-image. They feel incapable and unworthy. To them the world is hostile. They do not feel in control of their lives. They see a future of little hope in a world they do not like and cannot seem to change.

There is no sense of or realistic planning for the future. Delay of immediate gratification for longer range goals is not learned and life becomes an unconnected series of grabbed-at pleasures with little purpose or meaning.

After identifying our students situations we then had to further develop a philosophy of treatment.

In the written philosophy of De La Salle Vocational it states that positive growth occurs by changing the individual's view of reality.[1] We believe that the real change occurs in our students when they move from a poor self-image to a healthy one, from an attitude of failure and defeatism to one of

confidence and anticipation. The final goal of De La Salle Vocational is to graduate young men who have developed more positive self-images, who view the world in a caring, giving manner, men who are free to choose various options in looking toward and carefully planning for a happy, productive life.

As a treatment program, De La Salle Vocational is action-oriented. Rather than have the student reflect on his negative behavior or introspect his poor self-image, the program has him act on his perceived needs. Every student comes to De La Salle Vocational at least vaguely convinced that his need for a marketable job skill and a high school diploma is important for his survival in the world.

Through a carefully planned individual program of treatment, students improve their self-image by learning and achieving. They begin to believe in themselves and gain confidence through constant positive reinforcement. Through relationships built between themselves and the staff, they become less hostile. These processes, however, are often restricted by the narrow and demoralizing values and experiences many of our students find in their homes and neighborhoods. The students have developed a myopic vision of the world and become unable to appreciate their potential for being productive members of society.

In order to address the presenting problem, this lack of life skills, and create a context to allow the individual to change his view of reality, a three year research model was created. This model is called the Off-Campus Program.

In conjunction with our on-campus academics, shop, and counseling programs, the Off-Campus Program has facilitated the development of life skills and has provided for the transition from troubled adolescence to responsible, community-conscious adulthood. We also asked ourselves what are the specific life skills needed for a productive adulthood and successful career. We identified the

following as some of the life skills that are needed if our students are to develop positive self-images, view the world in a caring and giving manner, and plan for a happy, productive life.

Our students need to:

1. learn how to use their learning power wisely.
2. learn strategies for getting along with other people.
3. be able to develop meaningful relationships with other people.
4. understand and exercise their rights as citizens.
5. learn to approciate the rich cultural heritage surrounding them.
6. learn to use their leisure time well.
7. learn to adapt to change.[2]

When our students are first committed to De La Salle Vocational, most are unable to plan enough ahead financially to hold aside money needed for their use of public transportation to and from the treatment center. Our students' poor conflict resolution and stress management skills often lead them to violence and drug use or abuse. Their understanding of citizen's rights related only to themselves and does not extend to the rights of others. Their understanding of other cultures surrounding them is riddled with stereotypic prejudices. Use of leisure time is most often spent in distructive ways. Change normally brings about another crisis in their lives.

The disruptive family background of our students combined with their age (most are over 17), the few high school credits they have as well as their deficient reading levels (60% are fourth grade readers or below) make it difficult to find an educational methodology which can bring about change.

We are given the task of educating and vocationally training these students in an average of one and a half to two and a half years. Such a task would nor-

mally be distributed over four years in a "regular" school setting.

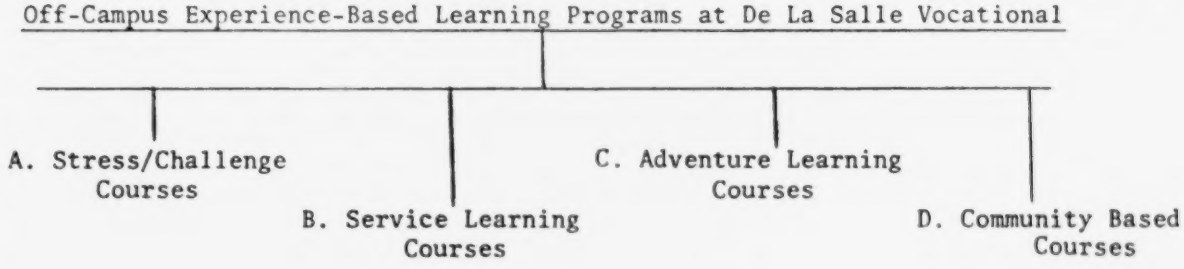
Given the short time span and our students' educational deficiencies, we needed a methodology that could handle students from various levels of academic abilities, interpersonal maturity, and life experiences. This methodology had to fit within the already existing framework of treatment.

We have found that experience based, Off-Campus education is that methodology. Experienced based learning at De La Salle Vocational emphasizes practice in the tools of learning: reading, writing, speaking, analyzing, questioning, computing, finding resources, and solving problems.

The attainment of these process skills, as shown by the research evaluation, have helped our students become self relient and confident in pursuing productive goals, and have equipped them for continued growth and learning after leaving De La Salle Vocational.

Experience based learning at De La Salle Vocational takes place in four different programatic models as shown in diagram B. The courses within these models are normally structured in three week periods of time whether full day or overnight courses.

Diagram B


Off-Campus Experience-Based Learning Programs at De La Salle Vocational
A. Stress/Challenge Courses
B. Service Learning Courses
C. Adventure Learning Courses
D. Community Based Courses

A. Stress/Challenge Courses -

These courses are adapted from the standard Outward Bound course and run for 19 days in the Monongahelia National Forest of West Virginia. These courses are all overnight courses.

B. Service Learning Courses -

These courses are based on the extensive work of the National Commission of Resources for Youth and the National Student Volunteer Program as a part of ACTION. These courses may be overnight and in different parts of the country or local daily courses.

C. Adventure Learning Courses -

These courses combine active experiences with traditional subject areas. They normally cover content material using a physical modality such teaching river-ecology through canoeing; geology and biology through caving; and social studies through bike touring. These courses are all overnight courses.

D. Community Based Learning -

Students are given the opportunity to intensively study one topic area while interacting in the community. The community may be a local one or one in which the course temporarily takes residence. These courses are both overnight and daily.

The courses within these programatic areas are many and varied as shown by diagram C.

Diagram C

PRESENT OFF-CAMPUS EXPERIENCED BASED LEARNING COURSES

A. STRESS CHALLENGE	B. SERVICE LEARNING	C. ADVENTURE LEARNING	D. COMMUNITY BASED
a.1. Project Alive, W. Va.	b.1. Tutoring elem. students	c.1. Bicycle course	d.1. Lively Arts of Phila.
a.2. Outward Bound, Colorado	b.2. Nursing Home Companion	c.2. Cross Country Skiing	d.2. Peoples of Phila.
	b.3. Handicapped Advocacy	c.3. Earth Science	d.3. Colonial America
	b.4. Day Camp Counselor		d.4. Civil War
	b.5. Play Street Counselor		d.5. Rural Life Styles
	b.6. Del Vista Kentucky		d.6. Workings of Govt.
	b.7. Operation Santa Claus		d.7. Starting Your Own Business
	b.8. Rites of Passage		d.8. Drama
	b.9. Del Vista Bristol		d.9. Occupations of the Delaware Valley
			d.10. Energy Lab
			d.11. Penna. Workshop
			d.12. Poetry of the City
			d.13. Independent Living

When we decided to test our belief that experience based education would answer our students' needs, we piloted a few courses. These courses are now a major portion of the Off-Campus program.

Based on our experience and the research findings, we feel that what makes experiential education effective in the day treatment setting is the complementary and integral nature of the way it is applied within the overall treatment program.

In order to illustrate this, I will utilize a fictitious student named Richard Johnson, who will represent a typical De La Salle student.

Rich entered De La Salle as a direct referral from the Philadelphia courts. Rich, unlike many of our students, had not transferred from our residential program at St. Gabriel's Hall but had been committed directly to day treatment.

Rich's charges were: breaking and entering, receiving stolen goods, possession of a controlled substance and conspiracy. He had been registered at three different high schools previous to De La Salle but had attended only sporadically. He had no high school credits or high school level academic skills. He was 16.5 years old upon entering De La Salle which would, under normal situations, place him in his junior year of high school.

Rich's probation officer recommended to the court that he be placed at De La Salle and after a week's orientation was accepted conditionally. The condition was that his attendance reflect his desire to attend De La Salle.

During his orientation Rich verbalized the importance of attaining a high school diploma and vocational certificate at this time in his life. He expressed that he didn't feel he could find a good job without this.

At De La Salle a student is not accepted unless he has a perceived need for a diploma and vocational certificate. Because we are a day treatment center, this perceived need is the only tool we have in getting the students to treatment daily.

Later on in the program, the students begin to recognize their unperceived needs as well and we can then begin to work with him on these needs.

As you can see from diagram D, Rich was a carpentry student who had a half day carpentry shop roster and half day academic roster. Because of his deficient reading ability, he will be in remedial reading and small classes of no more than six or eight students.

Rich's roster changed every six weeks from September until June and then every three weeks during the summer. This allowed for new beginnings with each new session.

It was in his counseling adjustment group during session II, that Rich first heard of the opportunities opened to him through Off-Campus education. Rich was interested mostly in the number of academic credits he could achieve on these courses. This answered his perceived need of gaining units of credit necessary for graduation.

Rich choose to roster into Operation Santa Claus in winter session III. This course placed him in a double English period in the morning and the rest of the day in a seminar with six other students and two teachers.

The English class demanded that he write letters and press releases as well as produce a multimedia presentation bringing about a successful project. The project was to organize a gift giving drive. The students had discussions during seminar on their perceptions of poverty and need, addressing such issues as fixed incomes and the economy's effect on people, and on fixed incomes par-

Diagram D
First Year Treatment Program

Session I Sept - Oct 1978	Session II Oct - Nov 1978	Session III Nov - Dec 1978	Session IV Jan - Feb 1979	Session V Feb - March 1979	Session VI April - May 1979	Summer Session I June 1979	Summer Session II July 1979	Summer Session III August 1979
Orientation and Acceptance	AM Starts at Del Voc English Reading Art Science Adjustment Group PM Carpentry (Adjustment Group full day seminar one day)	3 weeks Operation Santa Claus English Operation Santa Claus 3 weeks Full day Carpentry	AM Carpentry PM English Reading Religion Social Studies Science	AM Carpentry PM English Math Reading Counceling Group	3 weeks Full day Carpentry 3 weeks overnight Bike course	AM Carpentry PM Phys Ed Weight Lifting English Reading	Del Vista Kentucky 3 weeks in Kentucky overnights	Project Alive 3 weeks in West Virginia overnights

Second Year Treatment Program

Session I Sept - Oct 1979	Session II Oct - Nov 1979	Session III Nov - Dec 1979	Session IV Jan - Feb 1980	Session V Feb - March 1980	Session VI April - May 1980	Summer Session I June 1980	Summer Session II July 1980	Summer Session III August 1980
AM English Reading Math Phys Ed PM Carpentry	AM Carpentry PM Poetry of the City	AM Carpentry PM English Social Studies Math Counseling group Reading	3 weeks Colorado Outward Bound overnight 3 weeks Carpentry	AM Reading English Math Social Studies PM Carpentry	AM Carpentry PM English Math Math Reading English	Vacation	Rites of Passage	CETA work

Third Year Treatment Program

Session I Sept - Oct 1980	Session II Oct - Nov 1980	Session III Nov - Dec 1980	Session IV Jan - Feb 1981	Session V Feb - March 1981	Session VI April - May 1981	Summer Session I June 1981	Summer Session II July 1981	Summer Session III August 1981
AM Work release seminar Carpentry PM Carpentry	Work experience (Job placement in Carpentry)	Work experience	Graduation					

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ticularly during the Holidays. They also discussed the social phenomenon of Christmas and the pressures this places on them and their families. Besides these discussions, Rich and the students spent the seminar time collecting toys donated from the school community as well as from groups all over the Philadelphia area. On Christmas Eve they delivered these toys to needy families with 300 high school volunteers dressed in costumes as Santa and his helpers.

After completing this three week course, Rich returned to the carpentry shop full time for the remaining three weeks of the session.

At first Rich was only interested in the academic units he could gain from the course as well as "getting out" of his regular roster. The instructors felt it important that Rich understand exactly how he earned those credits and explained the interdisciplinary nature of the course, breaking down the daily curriculum using diagram E.

Rich had never been a volunteer before and was astonished that 300 people would give of their time without gaining any high school credit. By the end of the seminar, Rich had gone through many feelings including: confusion, frustration, pride, confidence, and joy. Rich was quite happy that a number of the press releases he wrote were printed in local papers and that De La Salle alone collected 300 toys. He also learned the necessity of writing and developing a more positive rapport with his English instructor.

Rich again choose an Off-Campus course in spring session VI. This time the course was a bike tour that involved overnights. At first this was difficult because he had never in his memory been out of his neighborhood and away from his friends. He was accustomed to smoking pot, drinking, and dropping T (PCP) on the corner. This course meant three weeks away from the corner and with instructors constantly. He signed up because of the credits involved as

Diagram E

Operation Santa Claus - Week II

December 10		
8:15 thru 9:17	English Seminar a) complete letter to businesses	1 hr. English Instruction
9:21 thru 10:57	Contact Resource People a) pick up boxes b) pick up wrapping paper	1-1/2 hr. General Elective Lab Time
11:00-11:27	LUNCH or on the road	
11:31 thru 12:30	Newspaper Graphing a) daily current events exercise	1 hr. Social Studies Lab Time
12:30 thru 2:45	Travel to Businesses and Talk to Management a) prepare students with background information on Operation Santa Claus b) have letters of authorization c) have letters of plea to employees d) newspaper publicity Contingency 1 Group Course Journal 2 wrap boxes 3 explain music pressure on radio media and make assignment	2-1/4 hr. General Elective Lab Time
December 11		
8:15 thru 9:17	English Seminar	1 hr. English Instruction
9:21 thru 10:57	Boxes Out to Businesses a) distribute boxes to contacts b) distribute handbills to employees	1-1/2 hr. General Elective Lab Time
11:00-11:27	LUNCH or lunch on the road	

Operation Santa Claus - Week II

December 11 - Continued

11:32 thru 1:30	Compare and Contrast Holiday Season and Traditions	2 hr. Social Studies Instruction
1:30 thru 2:15	Process Television & Radio Taping Assignments	3/4 hr. Social Studies Instruction
2:15 thru 2:45	Day's Debriefing/Course Journal	1/2 hr. English Instruction
	Contingency 1 television research assignment 2 Newspaper Graphing - daily current events exercise	

December 12

8:15 thru 9:17	English Seminar	1 hr. English Instruction
9:21 thru 10:57	Hidden Poverty a) speaker b) campership awards exercise	1-1/2 hr. Social Studies Instruction
11:00-11:27	LUNCH	
11:32 thru 12:30	City Map Exercise a) orient student to Department of Youth Activities toy pick up b) route setting exercise	1 hr. Geography Instruction
12:30 thru 1:30	Chart All Operation Santa Claus Interfacing	1 hr. Social Studies Instruction
1:30 thru 2:15	Newspaper Graphing a) daily current events exercise	1 hr. Social Studies Lab Time

well as the adventure. They toured Lancaster County, Pennsylvania. This was a new experience for Rich since he lives in inner city. He had never seen farm land or a rural agarian culture. Rich was amazed at the friendliness of the people. He found the course demanding. He had never cooked before nor worked coopertively with seven other people at group living tasks. When the course was completed, he was very happy with how he had done and the entrys in his learning log reflected this.

During his first summer at De La Salle, Rich reluctantly signed up for courses. His reluctance stemmed from the fact that he had not really gone to school during a regular school term and now he was expected to go during the summer. He went along because his counselor explained it was necessary in order for him to graduate by January, 1982.

January '82 is actually only a short time after his class graduated if he hadn't been truant prior to commitment to De La Salle.

During summer session II, Rich went to Mt. Vernon, Kentucky along with two instructors and six other students. The course was called Del Vista Kentucky. The course director is the chairperson of the English department and the other instructor is her husband. The course ran for three weeks in conjunction with the Christian Appalachian Project doing home repair in the back regions of Kentucky. During the three weeks the participants lived together in community along with other volunteers from all over the country.

Rich was again amazed at the idea of volunteering. He was also impressed by the good relationship his instructors shared. Rich had not known any happily married couples up till that time. Rich enjoyed the sense of community established and expressed that he had never experienced such a caring and giving

home setting.

When he returned from Kentucky he only had five days back on the corner before going on Project Alive in summer session III. Rich had been told by some of his friends at school that this would be a tough experience but that he'd never be the same after the course. The course is run in the Monongahelia National Forest of West Virginia. Rich's course included fifteen other students and six staff.

Rich's instructors turned out to be his science teacher and his instructor from Operation Santa Claus. This helped alay some of his anxiousness. He knew these instructors and felt comfortable with them based on past experiences.

After 19 days of hiking, climbing, caving, running and solo, Rich was again surprized and proud of his accomplishments. He also had worked out some long range goals to work on after his return from West Virginia. These goals concerned his drug usage and came out of a series of sessions with the course director, who was his counselor/therapist when back at De La Salle.

As you can see, Rich's Off-Campus courses were part of his overall treatment plan. They were all treating his percieved need of gaining an academic diploma and vocational certificate and his unperceived needs of building a better self concept, dealing with stress appropriately and learning to become a caring and giving person.

Rich went on in his second year at De La Salle to receive a scholarship to Colorado Outward Bound after his successful completion of Project Alive.

In his last summer, Rich was able to take from the experiences he had gained in organizing, planning, and outdoor skills to become an instructor in Rites of Passage. In this experience, Rich was responsible for planning and carrying out a one week camping trip with four other students for twenty young-

sters in West Virginia. Rich was under the immediate supervision of an adult staff member, who in this case happened to be the Director of De La Salle Vocational. Rich and his fellow students used the area in West Virginia they were familiar with. They were counselors for youngsters who were argumentative, immature, and generally just tough, in a way that made them feel needed. Rich and his fellow students had come full circle from students who were completely self centered and taking to young men who were giving and carrying.

The Off-Campus program at De La Salle Vocational is not an addition to treatment nor treatment in itself. It is a complementary portion of the overall day treatment center. It is an integral part of the 1½ or 2½ year treatment experience of our students.

In order to test imperically what we felt we were seeing in our graduates after off-campus experiences, the three year demonstration project has had its results intensively evaluated by Dr. Alfred Friedman of the Polydrug Research Center of the Philadelphia Psychiatric Center.

Dr. Friedman's research and evaluation of the Supportive Life Skills Learning Project is presently measuring the results from analysis of students' observable behavior (attendance, rearrest, graduation, drug usage patterns, employment) and attitudinal change (self-concept, school satisfaction, alienation, family role).

Initial analysis of pre-and post-treatment data indicates significant positive change in our students. After treatment, the students have a significantly higher interpersonal maturity, higher self-esteem, reintegration with their families and fewer school problems. This is evidenced in the research evaluation inventories, as well as in diminished drug usage, dramatic decrease

in numbers of arrests, high number of graduates and their high rate of employability.

While the three year design has not been completed, a total of 205 students have received the initial evaluation at admission to De La Salle Vocational.

The total number of 205 students has been broken into three cycles. The first cycle being students admitted to De La Salle in the school year from September, 1978 through July, 1979 (N=86); the second cycle September, 1979 through July, 1980 (N=79); the third cycle September, 1980 through July, 1981 (N=40). The third cycle not yet being completed.

In accordance with the research design, 57 students from cycle 1 have completed the experiemental phase and have been evaluated following their participation in off-campus activity and preliminary data analysis has been conducted for 54 of the students. Initial analysis of pre and post evaluation data indicates significant changes in both drug use and legal involvement of these De La Salle Vocational students following the experimental treatment condition. Specifically considered are the number of drugs used, frequency of drug use, number of arrests, level of interpersonal maturity, self-image, family relations, and alienation. School problems which students reported at pre-test and post-test are also examined.

The following is a synopsis of the research to date.

Frequency of Drug Use (Table 1 and 2)

A summary of the changes in drug use which occurred between the pre-treatment evaluation and post-treatment evaluation is presented on Table 2. It is to be noted that there was an overall decrease in frequency use of all but mari-

juana and cocaine. The greatest proportional reduction in drug use frequency occurred with the so-called "hard" or high risk drugs. This is an important finding because the De La Salle population's use of "hard" drugs is, compared to national norm, quite high at admission.

Table 1

LIFETIME AND CURRENT DRUG USE OF STUDENT-SUBJECTS ADMITTED TO DE LA SALLE DAY TREATMENT CENTER DURING JUNE 1977 - DECEMBER 1980[3]

DRUG CATEGORIES	LIFETIME USE		USE WITHIN 3 MONTHS PRIOR TO INTERVIEW	
	N	%	N	%
Alcohol	179	99.0	167	92
Marihuana	176	97.0	169	93.0
Amphetamines	127	70.0	102	56.0
Other Tranquilizers	121	67.0	99	55.0
Phencyclidine	121	67.0	75	41.0
Barbiturates	84	46.0	60	33.0
Hallucinogens	79	44.0	57	31.0
Other opiates, synthetics	63	35.0	38	21.0
Cocaine	60	33.0	43	24.0
Inhalants	53	29.0	15	8.0
Illegally obtained methadone	7	4.0	5	3.0
Non-prescription over-the-counter	7	4.0	2	1.0
Heroin	5	3.0	2	1.0
Other	2	1.0		
	1084		834	

Mean Number of Different Drugs

Per Client $\bar{X} = 5.99$ $\bar{X} = 4.61$

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Table 2

THE NUMBERS OF SUBJECTS ACCORDING TO WHETHER THEY INCREASED OR DECREASED THE FREQUENCY OF USE OF ELEVEN DIFFERENT DRUGS

DRUG CATEGORY	N	Decreased Use		Increased Use		Same Use	
		N	%	N	%	N	%
PCP	24	17	71%	5	21%	2	8%
Hallucinogens	18	12	67%	4	22%	2	11%
Tranquilizers	33	16	48%	10	30%	7	21%
Amphetamines	32	13	41%	12	38%	8	25%
Alcohol	57	22	38%	19	33%	17	29%
Barbiturates	18	9	50%	6	33%	2	11%
Opiates	11	7	64%	1	9%	3	27%
Methadone	3	3	100%	0	0	0	0
Marihuana	57	23	40%	25	44%	9	17%
Cocaine	14	3	21%	9	64%	2	14%
Heroin	1	0	0	0	0	1	100%

NOTE: Use of 2 drugs, over-the-counter non-prescription and inhalants, of the total 13 surveyed was reported by few students and therefore not included in Table 3.

Number of Arrests

A dramatic positive change is noted by the sharp decline in new arrests reported. Ninety per cent of the sample indicated at least one arrest prior to De La Salle admission.

The total number of arrested for the current sample of 57 was reported at 198, a mean number of arrests per student at 3.5. At the time of post-evalua-

tion, however, only five students (9% of the total sample) feported any arrests since becoming a student at De La Salle and participation in the treatment program and each student only indicated one arrest.

Table 3

ARRESTS PRIOR TO AND FOLLOWING ADMISSION TO DE LA SALLE FOR 57 STUDENTS WHO COMPLETED TREATMENT

	TOTAL ARRESTS	SUBJECTS REPORTING 1 OR MORE ARRESTS		
		N	%	$\bar{X}$
PRIOR	198	52	90%	3.47
NEW	5	5	9%	.09

	SUBJECTS WITH 0 ARRESTS	SUBJECTS WITH 1 OR MORE ARRESTS
PRIOR	5	52
NEW	52	5

CHI SQUARE = 77.5
$p < .01$

Interpersonal Maturity

The Beverly-Grant Opinion Schedule was used as the measure of interpersonal maturity. The BGOS is reported to describe high maturity youth as "more reflective, less fatalistic, more accepting of core-culture values, more trusting, less inclined to rely upon overly simplified rules for prediction and explana-

tion, and less concerned with immediate gratification than youth of lower maturity". (Werner, 1972). The evaluation on those students who completed the treatment showed that on the average there was a significant increase in the students' level of interpersonal maturity.

Family Roles

Data on the change in the students' positive and negative family-related behavior was gathered using the Family Role Scale. A lack of involvement in positive, constructive family activities was found to be the second most important variable (in a hierarchical comparison of seventy variables in a multiple regression analysis of factors) related to the amount of drugs used by a poll of 536 delinquent adolescent males. (Friedman and Friedman, 1974).

Comparisons of pre-treatment and post-treatment scores indicated that students reported an increase in the absolute number of positive family role items reported at post-test and a decrease in the number of negative family role items selected. Differences between mean scores were analyzed and it was found that the amount of reported negative and destructive family role behavior significantly decreased from pre-treatment levels to levels reported at post-treatment.

Self Esteem

De La Salle students who completed treatment were found to report both a significantly high level of self-esteem on the positive self-concept items as well as a significantly reduced negative self-image on the negative items. Numerous studies conducted in recent years on adolescent drug use have found a consistent strong association between use of drugs by youth and lower levels of self-esteem and/or a poor self-image. Conversely, high levels of self-acceptance have been consistently reported among non-drug using youth when compared with drug users.

School Problems

The school problems' checklist provides a summary index of the students' problems in relation to school, teachers, school authorities, and peers. The means of numbers of different school problems which were reported by the De La Salle students at pre-test and post-test were compared.

The comparison indicated that significantly fewer problems related to school at post-test than they did at pre-test evaluation.

Table 4

SUMMARY OF COMPARISONS OF EVALUATION SCORES ON SELECTED PSYCHOSOCIAL ASSESSMENT INSTRUMENTS ADMINISTERED AT PRE-TEST AND POST-TEST

INSTRUMENT NAME (variable)	PRE-TREATMENT EVALUATION		POST-TREATMENT EVALUATION		T-VALUE	SIGNIFICANCE
	MEAN	SD	MEAN	SD		
Beverly-Grant Opinion Survey (interpersonal maturity)	9.7	2.5	10.4	1.9	2.6	.012
Rosenberg Self-Description Scale (Self-esteem)						
Positive total	9.2	2.8	8.4*	2.4	2.7	.008
Negative total	9.4	2.7	8.3	2.9	2.9	.005
Family Role Scale						
Positive Items	7.0	3.1	7.4	4.0	0.6	.533
Negative Items	2.3	1.9	1.7	1.9	2.0	.047
Dean Scale (alienation powerlessness)	26.7	4.4	26.3	4.8	1.0	.338
School Problems Checklist	3.0	3.0	1.7	2.4	2.8	.007

* Note that a lower absolute score on this measure indicates a higher level of self-esteem.

The remaining post-treatment evaluation began in September, 1981. The final research report and documentation is projected for sometime in 1982.

The development of experiential education at De La Salle Vocational is still in an evolutionary stage. Having experiential education becomes such an integral part of long term day-treatment, and seeing its complimentary value, I would like to see more experimentation of experiential education within existing programs for court-adjudicated juvenile delinquents.

Any questions concerning experiential education can be addressed to the Coordinator of Off-Campus Education at De La Salle Vocational.

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FOOTNOTES

1 De La Salle Vocational, Philosophy of De La Salle Vocational, 1979.

2 Douglas, Marcia (editor), Experience-Based Learning: How to Make the Community Your Classroom, Portland, Oregon, Northwest Regional Educational Laboratory, 1978, pgs. 1-6.

3 Utada, A. and Lacks, D.K. "Treatment Effectiveness of an Experience Based Learning Program for Drug Abusing Delinquent Boys", National Drug and Alcohol Conference, Washington, D.C., September, 1980. (all charts in this section).

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